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ABSTRACT

This workshop package is designed to assist those persons responsible for the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary and secondary school settings. The objectives of this first workshop session include providing participants with: (1) an opportunity to assess personal awareness of differential treatment of males and females in their schools and the impact of Title IX; (2) a review of Title IX and federal antidiscrimination laws, as well as personal skills in discrimination identification; (3) an understanding of differential sex-role socialization as manifested in the schools; and (4) strategies for setting goals for nonsexist education. Additionally, a comprehensive step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR ELEMENTARY-SECONDARY EDUCATORS

Shirley McCune and Martha Matthews, Coeditors

THE CONTEXT OF TITLE IX

Outline and Participants' Materials for Generic Session One

Shirley McCune and Martha Matthews, authors

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Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

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Preface

This session outline and the accompanying participant materials comprise one component of a multicomponent workshop package developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). This package, entitled Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators, is designed for use by persons implementing training or staff development efforts for education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary-secondary schools.

The workshop package was field-tested by subcontractors in 11 regional workshops as a part of the CCSSO Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 with the Women's Program Staff, U.S. Office of Education, Department of Health, Education, and Welfare. Funds to support the printing of participant materials used in the field-test workshops were provided by the National Institute of Education, Department of Health, Education, and Welfare.

Shirley McCune and Martha Matthews are the coeditors of the Workshop Package. This session outline and participant materials were developed by Shirley McCune and Martha Matthews; Martha Matthews' time was partially supported by funds from the Ford Foundation. Persons who have authored or contributed to other outlines and materials within the total package include: Linda Stebbins, Nancy Ames, and Illana Rhodes (Abt Associates, Cambridge, Mass.); Judy Cusick, Joyce Kaser, and Kent Boesdorfer (Resource Center on Sex Roles in Education, Washington, D.C.); Myra Sadker and David Sadker (American University, Washington, D.C.); Barb Landers (California State Department of Education, Sacramento, California); and Janice Birk (University of Maryland, College Park, Md.).

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September 1978

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
THE CONTEXT OF TITLE IX

Outline and Participants' Materials for Generic Session One

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Prepared for the
Title IX Equity Workshops Projects
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: AN INTRODUCTION TO THE WORKSHOP PACKAGE

Introduction

Title IX of the Education Amendments of 1972, the Federal law which prohibits sex discrimination against the students and employees of education agencies and institutions receiving Federal financial assistance, was enacted in June 1972; the regulation to implement the legislation, which defines the specific criteria against which nondiscrimination is to be assessed in the various policies and practices of education agencies and institutions, was issued in June 1975 and became effective in July of that year. Despite the passage of years, however, full compliance with Title IX is far from a reality in most agencies and institutions throughout the country, and equity for females and males in education has yet to be attained.

Although significant progress has been made in a number of schools and school systems--the basic required Title IX compliance procedures have been implemented, students and employees describe their "increased awareness" of the problems of sex stereotyping and sex discrimination, and concrete improvements are apparent with regard to equalization of athletic budgets for female and male sports or to integration of previously sex-segregated courses--in most cases, considerable change remains to be made if full compliance and sex equity are to be integrated and reflected throughout the policies, programs, and practices of an education agency or institution.

If the necessary change is to occur, educators must move beyond paper compliance and problem awareness in order to develop the skills and competencies required for problem solution. Educators, like all other human beings, need support and direction if they are to translate legislative or administrative mandates for change into the actual delivery of nondiscriminatory and sex equitable services.

Many methods may be used to support educators in the change process--written information may be distributed, consultation may be made available, briefings or meetings may be conducted, training programs may be implemented, demonstration programs may be undertaken, and evaluation and reinforcement systems may be installed. The needs and resources of a particular education agency or institution will determine the forms of support which are most appropriate. One of the most frequently used methods of supporting change by education personnel is the inservice training workshop. In many situations, the inservice workshop is a cost-efficient way of reaching large numbers of personnel in a single effort and of providing assistance in skills development to these personnel. Implementing Title IX and Attaining Sex Equity: A Workshop Package has been designed to support the implementation of such a workshop.

The Development of the Workshop Package

Implementing Title IX and Attaining Sex Equity: A Workshop Package was developed by the Resource Center on Sex Roles in Education for the Council of Chief State School Officers' Title IX Equity Workshops Project during 1977 and 1978. The Title IX Equity Workshops Project was funded

under an 18-month contract for "National Regional Dissemination Workshops and Development of Technical Assistance Materials for Title IX of the 1972 Education Amendments" by the U. S. Office of Education, Department of Health, Education, and Welfare, under funds authorized by the Women's Educational Equity Act.

The purpose of the project was to develop and field test a training package which could assist education personnel and interested citizens to gain:

- an understanding of the manifestations and the effects of sex discrimination and sex bias in education
- an understanding of the requirements of Title IX and its implementing regulation, and of the steps required to achieve compliance
- skills and capability for the development and implementation of policies, programs, and management systems to ensure educational equity

The terms of the contract required that the package developed must be suitable for:

- use with groups representing all levels of education from elementary through postsecondary
- use at the local, state, regional, and national levels
- use without extensive reliance on consultative assistance or on materials outside the package itself

In order to address these requirements, it was decided that the training package must be developed according to the following considerations:

- Because of the differing needs, experiences, and frames of reference of elementary-secondary educators and postsecondary educatiors, "the" training package would need to be two training packages--one for elementary-secondary educators and one for postsecondary educators.
- Because the training package needed to be suitable for use with a wide variety of groups, it would need to include a wide variety of information and activities ranging from "awareness level" to more advanced skills-development and action-planning levels.
- Because the training package needed to be suitable for use by personnel without extensive background in training or consultation and materials resources, it would need to provide specific step-by-step instructions for the implementation of training as well as all materials which would be required for the implementation of training.

All of these considerations are reflected in the form and content of the Workshop Package as it is now published.

Initial plans and specifications for the Package were reviewed by more than 90 leaders in education in March 1977. These leaders were asked to evaluate the plans and suggest modifications in light of:

- their assessment of the training and technical assistance needs of education institutions and agencies related to the attainment of Title IX compliance and sex equity
- their evaluation of strategies available for meeting identified training and technical assistance needs
- their knowledge of resources which would facilitate the development and dissemination of the Workshop Package

Working drafts of the Package materials were field tested and evaluated in 19 workshops implemented by subcontractors in the various HEW regions. Eleven workshops for elementary-secondary educators and eight workshops for postsecondary educators were implemented from September 1977 through January 1978. During the field test workshops, the Package was evaluated by workshop facilitators, workshop participants, and on-site evaluators. Final copy of the Workshop Package was completed after analysis of all of the evaluations obtained during the field test workshops.

An Overview of the Workshop Package

Both the Workshop Package for Elementary-Secondary Educators and the Workshop Package for Postsecondary Educators provide training session outlines and participant's materials for a fifteen-hour workshop sequence on Title IX and sex equity in education. Each package is organized according to five three-hour workshop sessions. Three of these sessions are termed "Generic Sessions"; they are designed to provide general information and experiences which are relevant to all participants attending the workshop. The other two sessions, called "Application Sessions," are designed to provide specialized information and experiences to persons of different professional roles and to enable participants to apply workshop experiences to their individual professional responsibilities. Each of the components of the Workshop Package corresponds to one three-hour workshop session; a component includes both a detailed step-by-step session outline for facilitators and the materials designed for participant use during the workshop sessions.

The sequence (and titles) of the workshop sessions for elementary-secondary educators is outlined below; there is a written component in the Workshop Package for Elementary-Secondary Educators which corresponds to (and bears the same title as) each of these workshop sessions.

Generic Session One: "The Context of Title IX"

Generic Session Two: "The Title IX Regulation and Grievance Process"

Application Sessions A and B: Two sequential application sessions focus on the responsibilities and roles of six different groups with regard to Title IX compliance and the attainment of sex equity in education. Application sessions focus on the following roles and responsibilities:

- The Administrator's Role

  Session A - "Ensuring Procedural Title IX Compliance: Establishing a Foundation for Sex Equity"

  Session B - "Monitoring Title IX Implementation"

- The Teacher's Role

  Session A - "Identifying and Overcoming Sex Bias in Classroom Management"

  Session B - "Identifying and Overcoming Bias in Instructional Materials"

- The Counselor's Role

  Session A - "Identifying and Overcoming Bias in Counseling and Counseling Programs"

  Session B - "Identifying and Overcoming Bias in Counseling Materials"

- The Vocational Educator's Role

  Session A - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Context"

  Session B - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: Recognizing and Combating Sex Bias and Planning for Action"

- The Physical Activity Specialist's Role

  Session A - "Achieving Sex Equity in Physical Education and Athletics: Legal Requirements and the Need for Change"

  Session B - "Achieving Sex Equity in Physical Education and Athletics: Analyzing and Planning for Action"

- The Community's Role

  Session A - "Building a Knowledge Base for Change"

  Session B - "Building Skills for Change"

Generic Session Three: "Planning for Change"

The objectives for Generic Session One include:

- to provide participants with an opportunity to assess their awareness of differential treatment of males and females in their schools and the impact of Title IX

- to provide participants with a review of the legal context of Title IX, an overview of Federal antidiscrimination laws, and the opportunity to assess their skills in identifying discrimination in schools
- to provide participants with an understanding of differential sex-role socialization as it is manifested in schools
- to encourage participants to identify goals for nonsexist education

The objectives for Generic Session Two include:

- to review with participants the requirements of the regulation to implement Title IX of the Education Amendments of 1972
- to provide participants an opportunity to assess their own understandings of Title IX requirements by sharing questions and answers with others
- to provide participants with an understanding of the significance of Title IX grievance procedures as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance
- to provide participants with information regarding the structural components or characteristics of an effective grievance procedure and an opportunity to evaluate the structure of several sample grievance procedures
- to increase participants' understanding of and skills related to their own potential responsibilities for grievance problem solving
- to provide participants an opportunity to increase their skills in identifying Title IX violations and in formulating corrective or remedial actions appropriate to these violations through the analysis of sample Title IX grievances

The objectives for Generic Session Three include:

- to provide participants with an overview of some of the necessary conditions for change related to Title IX and sex equity in education and of the types of strategies available for planning and implementing change efforts in these areas
- to provide participants with a framework for diagnosing organizational change needs related to Title IX and sex equity and for designing action strategies which would be appropriate for meeting these needs
- to provide participants with an opportunity to develop preliminary plans for organizational change which could contribute to the full implementation of Title IX and achieving sex equity in their districts
- to increase participants' skills in developing action programs related to Title IX and sex equity for implementation in their own job functioning

Although the specific objectives of the Application Sessions vary according to the group for which the session is designed, all Application Sessions are generally designed to provide participants with the opportunity to:

- identify the implications of Title IX for their own job functions
- increase their skills for identifying and alleviating sex discrimination and for providing sex equity in their own job functions
- consider actions which can be taken in their own job functions to ensure Title IX compliance and increase sex equity in their education agencies and institutions

Although the content of the Package for Postsecondary Educators has been designed to address the unique needs of personnel of postsecondary education institutions, its organization and sequence parallel those of the Package for Elementary-Secondary Educators. The three Generic Sessions, although different in content, are the same in title and objectives as those for elementary-secondary educators. Application Sessions for postsecondary educators include: The Administrator's Role, The Counselor's Role, and The Teacher Educator's Role. (Application Sessions for faculty, for student services personnel, and for physical activity personnel have been developed in draft form and may be published in the future.)

Materials which supplement the basic components of the Workshop Package are also available. Two Participant's Notebooks, one for elementary-secondary educators and one for postsecondary educators, have been developed. These Notebooks contain all the worksheets used by participants during the three Generic Sessions; they also include substantial reference material which highlights or expands the content presented in these sessions, and an annotated listing of resources relating to Title IX and the achievement of sex equity in education. (Although the Generic Sessions may be implemented using only the participant's materials included with the session outlines, the reference material and resource listing included in the Participant's Notebooks make the use of these notebooks desirable wherever possible.)

A Final Context for the Workshop Package

Three major assumptions underlie the total Workshop Package, assumptions which should be kept in mind during its use:

- Title IX is one part of a total educational equity movement.

  Title IX is an evolutionary step in our nation's efforts to provide equity for all citizens. Our experience with years of attempting to eliminate race discrimination and bias in education provided the foundation for our understandings of sex discrimination and for the strategies and technology which may be used in its elimination.

  Anyone working to attain educational equity must remember the multiple ways that equity may be denied--on the basis of race; national origin; religion; cultural identity; sex; mental, emotional, or physical handicap; and social class--and work to ensure that the needs of all students are provided for.

- Our nation's concern for educational equity is a reflection of changes in our society; the achievement of educational equity is a crucial step in ensuring the survival of a viable society.

Our nation's concern for human and civil rights of various groups is rooted in the evolution of our society as it is affected by widespread social, economic, and technological change. Schools have the responsibility for preparing all students to participate in and to deal with these changes. Failure to achieve educational equity limits the potential attainments of our future society. Educational equity is not just a moral goal; it is a survival goal.

- The movement for educational equity is an important vehicle for educational reform.

Educators can be proud of the many accomplishments of our educational system. Despite these accomplishments, however, the changing nature of our society demands that we move on to greater achievement. Efforts to attain educational equity can contribute to implementation of many of the basic educational reforms which are needed. The greater individualization of instruction, the preparation of students for a variety of life roles, and the involvement of students in learning how to learn--these reforms are possible within the context of educational equity.

It is hoped that the Workshop Package and materials will assist its users in actualizing these assumptions and providing greater equity and higher quality education for all students.

HOW TO USE THESE MATERIALS

The following materials are one component of the multicomponent workshop package Implementing Title IX and Attaining Sex Equity. They provide resources and a step-by-step guide for implementing one three-hour workshop session, which is one session within the fifteen-hour workshop sequence outlined in the total Workshop Package.

The material in this session outline may be used in several ways:

- as the design and supporting material for a three-hour session which is presented as part of a 15-hour (two and one-half day) workshop on Implementing Title IX and Attaining Sex Equity
- as the design and supporting material for one of a series of five three-hour sessions utilizing the Workshop Package as a basis for a sequence of periodic seminars on Title IX and sex equity for education and/or community personnel
- as stimulus material for the adaptation and design of other activities or materials which can assist education personnel in achieving sex equity (e.g., information packets, self-instructional materials, etc.)
- as resources for teacher education programs
- as resources for training-of-trainers programs

Implementing Title IX and Attaining Sex Equity: A Workshop Package has been developed to facilitate its implementation by personnel with limited experience in workshop implementation and/or the subject matter which is relevant to consideration of sex equity. It is beyond the scope of this publication, however, to provide the background information on workshop design, implementation, and evaluation which would otherwise be desirable. Education personnel reviewing the package or considering use of any package component may nonetheless find it useful to review the following questions which should be considered with regard to use of this or any other training design.

1. Is the workshop session design appropriate for the purposes of groups for which it may be implemented?

The Workshop Package has been developed to address the needs of education personnel with a diversity of experience and familiarity with regard to Title IX and sex equity. The workshop package sequence begins with a consideration of the need and rationale for Title IX; it moves through a detailed review of the Title IX regulation and the Title IX grievance process; it proceeds to an examination of the application of the Title IX regulation and sex equity principles to the particular day-to-day job functions of various groups of education personnel; and it concludes with an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity.

Workshop planners and training personnel should carefully review both the general objectives of each workshop session and the purposes of specific session activities (both are listed in the session outlines) in order to ensure their relevance and appropriateness to the particular needs of their intended workshop target group.

Similarly, workshop planners should also review the training methodology suggested in the outline for its suitability for situational needs. The processes or methods used in conducting any workshop should be selected for:

- their appropriateness to workshop objectives
- their appropriateness to the styles and skills of available workshop facilitators
- their provision of sufficient diversity to accommodate different participant learning styles

Because the objectives of the workshop package emphasize the delivery of cognitive information, it relies heavily on the use of lecturette and question-answer processes. The skills required of workshop session facilitators for the presentation of these activities are also less specialized than those which are required for the presentation of more affectively oriented activities.

All session outlines also involve the use of personal inventory and skills testing or skills practice activities performed by participants individually, as well as small group discussions and action-planning activities. These are included in order to:

- provide participants an opportunity to practice relevant skills and to receive immediate feedback
- provide participants an opportunity to share reactions and to develop small support groups
- accommodate the needs of participants for experiential learning activities
- increase the informality and variety of workshop activities

These procedures or methods suggested in the training design may be adapted to reflect a different emphasis in objectives or to reflect the different styles or skills of workshop session personnel. In considering the procedures or methods used in any workshop, it is useful to evaluate whether:

A) they provide a mixture of affective, cognitive, and experiential activities sufficient to accommodate the diversity of participants learning styles

B) they follow a logical progression from awareness building problem exploration, to skills assessment or developme[illegible]h stimulation of the application of workshop information [illegible]rticipants in their relevant personal or professional activities

2. How much flexibility is desirable in implementing a session outline?

The session outline is intended as a guideline for the implementation of a training experience, not as a prescription that must be followed without deviation. The activities and sequence outlined in this session have been field-tested successfully with a variety of groups, but it should be recognized that no single design is appropriate for all situations. Facilitators should use the outline to assist them in meeting the needs of participants rather than as a constraint to necessary flexibility.

Flexibility is critical with regard to observance of the suggested timelines which have been provided in the session outline. These timelines tend to be highly concentrated. It will require most facilitators and groups to move at a brisk pace if all of the activities are to be completed in the time allowed. (Most of the sessions could benefit from an expansion of time allocated to each activity.) The timelines are general suggestions only; some groups of participants may need to spend more time on a single activity than is indicated in the outline and may be able to omit another activity, while others may find it impossible to move through the entire sequence of activities in the time available. The facilitator(s) must be sufficiently familiar with the training design and activities to determine the modifications which may be appropriate to a particular situation or group.

The primary guideline which should be observed in the implementation of the training activities is that care should be taken to meet the needs of the majority of the participant group. Facilitators should avoid modifications which may address the needs of only a few participants and attempt to meet the needs of individuals during break periods or after the workshop without detaining the entire group.

3. How can the workshop activities and sequence be adapted to fit shorter periods of time?

Although the session outlines were designed for implementation in three-hour periods, it is recognized that it may be necessary to modify the session for implementation in a shorter period of time. When this is necessary, the facilitator(s) should review the objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary the facilitator(s) should consider the following:

A) Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

- Needs assessment activity/exercise--Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal pacing of the session activities.

- Cognitive activities--Each session outline includes a lecturette(s) to introduce new concepts and activities. These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecturette can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful to provide a summary of the key points included in the lecturette to ensure that all members of the group have a common frame of reference for subsequent activities.

- Experiential activities--Experiential activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of this activity is to help participants assess for themselves the implications of the information presented for day-to-day activities.

- Skills practice activities--Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

- Action-planning activities--Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B) Provide participants with reading materials prior to the workshop session.

If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the workshop. If the facilitator believes that this is desirable, a summary of the information provided in lecturette or information sheet form may be distributed to participants prior to the workshop.

C) Reduce the amount of time spend on exercises and worksheets.

One way that the timelines for the session can be cut is to ask participants to consider only a limited number of cases or situations

presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all instances, the facilitator should emphasize ways which the participant materials may be used after the workshop.

4. What personnel are needed for the implementation of the session outline?

Although this session outline has been developed to facilitate its use by personnel of varying backgrounds, the selection of personnel to facilitate workshop activities is a critical factor in the implementation of any session. While the session outline may be implemented by a single facilitator, it is desirable to utilize a team of two or more facilitators. Use of a team has the following advantages:

- it increases the likelihood of ensuring both content expertise (knowledge of Title IX and sex equity principles in education, of the structure of education agencies, or Federal and state nondiscrimination laws, etc.) and process expertise (knowledge of group dynamics and skills in group processing and training) in the delivery of the session outline
- it makes it possible to demonstrate nondiscrimination by use of a training team on which both females and males and members of racial and ethnic minority groups are represented
- it makes it possible to increase the diversity of training styles and areas of expertise, and thus to accommodate the diverse learning styles and needs of workshop participants

If a facilitator team is utilized, it is important to designate one or two persons with responsibility for providing continuity and direction throughout all workshop activities. Persons with responsibility for workshop administration and for such tasks as participant registration, distribution of materials, and general problem solving should also be designated, particularly when the workshop involves a large number of people.

5. How should facilitators prepare for the implementation of the workshop session?

Effective implementation of the training session requires careful facilitator preparation. Facilitators should take ample time to do the following:

- thoroughly review the session outline and all participant materials
- prepare notecards outlining the sequence and the general directions for participants
- prepare their own outlines of the suggested lecturettes so that they may present the information provided in their own style (in no case should a facilitator read from the session outline during session implementation)

- identify points where information or activities could be omitted in the event that more time is needed in an earlier activity

If a team of facilitators is used, it is essential that the group meet together to:

- assign various responsibilities to the team members, making sure that each individual is clear about her/his role in appearing before the group, monitoring individual and small group work, preparing charts or materials, and working with other team members

- designate one person as the person responsible for providing continuity throughout the workshop and making decisions as to necessary adaptation of timelines

- discuss individual reactions to activities and ways that adaptations might be made if necessary

- consider the various styles represented in members of the team and the ways that the team might work together for maximum effectiveness

6. How should participants be involved in the workshop initially?

Considerations regarding the involvement of participants in the workshop event usually revolve around two issues: whether workshop participation should be voluntary or mandatory, and to what extent participants should be involved in the workshop planning process.

Determination of whether workshop participation should be voluntary or mandatory should be made in consideration of the workshop objectives, the job requirements of various staff groups, and other situational variables which may be relevant. The training design may be appropriately used whether participation is voluntary or mandatory. It is important to remember, however, that whether participants are notified of the obligation to attend or invited to participate, a clear and positive statement of workshop sponsorship, workshop purposes and objectives, and the time and location of the workshop can do much to establish a positive climate for the workshop and to alleviate uncertainties or anxieties experienced by participants. It is also important that participants are notified or invited in sufficient time to allow for personal planning or scheduling and for clarification of any questions regarding participation. It may also be useful to provide short preparatory reading material which can raise interest in or establish an initial context for the workshop.

Another method of establishing a positive workshop climate is to involve participants (or representatives of the workshop target groups) in workshop planning activities. This might be done through simple written or oral needs assessments which serve both to provide information about the felt needs of participants and to introduce participants to basic workshop issues. It might also be accomplished by simply keeping key participants informed of various stages of planning or decisionmaking, or by requesting the assistance of selected participants in obtaining workshop facilities, reproducing resource materials, introducing resource persons, etc.

The training design specifies no procedures for participant involvement prior to workshop implementation; workshop personnel should select procedures which are appropriate to the size, structure, and climate of their particular agencies or institutions.

7. What participant materials are needed to implement the session?

All materials which are required for participant use during a workshop session are attached to the session outline; these may be reproduced for distribution to session participants. Although the participant materials for each session are fairly extensive (and thus require some financial expenditure to reproduce in quantity), they are important to the successful implementation of the session because:

- they provide quick reference information for participants with little prior background
- they support and highlight the information provided by facilitators and allow participants to be actively involved in the training process
- they permit individual problem assessment and skills testing by participants related to session concerns
- they reinforce participants' workshop session experiences and provide participants a document for continuing on-the-job reference or use

(It should be noted that although all required participant materials are attached to the corresponding session outlines, a more comprehensive Participant Notebook has been developed and published as one component of the Workshop Package. This notebook includes not only all worksheets used during the three Generic Sessions, but also additional reference material and an extensive annotated listing of resources related to Title IX and sex equity. Ideally, each participant should receive a copy of this full Participant's Notebook and a copy of all worksheets for the Application Sessions which are appropriate to their role--e.g., adminstrator, counselor, etc.

8. What facilities, equipment, and resources are needed for implementation of the workshop?

The physical facilities provided for a workshop can make a significant difference in the difficulty or ease of its implementation. The workshop package requires a room sufficiently large to accommodate all participants for the generic sessions and small break-out rooms for each of the application group sessions provided. Moveable tables and chairs facilitate the creation of an informal environment and the implementation of small group activity. Attention should be given to ensuring that facilities are well lighted, at a comfortable temperature and well ventilated, and within access of rest-rooms. It is desirable to inspect facilities well in advance of the workshop to ensure that they will meet the needs of the workshop.

The equipment to be utilized in the session is specified in the training outline. Care should be taken to make arrangements well in advance of the workshops for the use of equipment to check just prior to the session to ensure that the equipment is available and in working order.

9. What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

- Remember that change in knowledge, attitudes, and skills requires time and continued support. Each person must move through a process of exploring, understanding, and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

- Work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

  - Defensiveness--the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

  - Rejection of the group--the categorization of an individual or group as "hopeless." One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communications with all participants and continue to work through the feelings and ideas presented.

  - Future predictions--statements to an individual or the group such as "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

  - Avoidance of the issues--dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as "There's really no need for major changes in most programs" does not contribute to participant learning or problem solving. Workshop facilitators should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

- Overcontrol of the participant group--pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling a workshop agenda so that time is not available for clarification questions or for consideration of the implications of the information in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

- Work to maintain a climate where participants' questions, feelings, and opinions can be expressed and considered. Maintain a nonjudmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

- Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunity to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

THE CONTEXT OF TITLE IX

Outline for Generic Session One

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

THE CONTEXT OF TITLE IX

GENERIC SESSION ONE

Session Specifications

Session population: Local education agency staff, including administrators, Title IX coordinators, instructional staff, counselors and student personnel workers, vocational education personnel, and physical education and athletics staff; board members; and representatives of community groups

Session objectives: The objectives for Generic Session One include:

- to provide participants with an opportunity to assess their awareness of differential treatment of males and females in their schools and the impact of Title IX
- to provide participants with a review of the legal context of Title IX, an overview of Federal antidiscrimination laws, and the opportunity to assess their skills in identifying discrimination in schools
- to provide participants with an understanding of differential sex role socialization as it is manifested in schools
- to encourage participants to identify goals for nonsexist education

Time required: Three hours

Materials needed:

For participant use:

- "Implementing Title IX and Attaining Sex Equity--A Workshop Overview" (included in participant materials--Participant Worksheet A; included in participant notebook in "An Introduction to the Workshop")
- "Implementing Title IX and Attaining Sex Equity--An Introductory Assessment" (included in participant notebook--Participant Worksheet 1)
- "Identifying Discrimination--Case Examples" (included in participant notebook--Participant Worksheet 2)
- "Vehicles of Nonsexist Socialization--How Would They Look?" (included in participant notebook--Participant Worksheet 3)
- "Identifying Discrimination--Analyses of Case Examples" (included in participant notebook--Appendix A)

For facilitator use:

- Charts on newsprint, acetate, or chalkboard:
  - "Summary of Federal Antidiscrimination Laws" (see section III of this outline)
  - Sex-role socialization questions (see section V of this outline)

- "Five Changes in the Lives of Women Since 1900" (see section V of this outline)

- "Vehicles of Sex Role Socialization in Schools" (see section V of this outline)

Facilitators required: Although the session may be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills, and who represent racial-ethnic diversity.

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review suggested lecturettes and adapt lecturettes to accommodate unique group needs or facilitator(s) style(s)

  - Opening Comments (see section I of this outline) (20 minutes)
  - Opening Remarks (see section II of this outline) (5 minutes)
  - "The Legal Context of Title IX--Schools and Federal Antidiscrimination Laws" (see section III of this outline) (10 minutes)
  - "Differential Sex Role Socialization" (see section V of this outline) (20 minutes)
  - "Vehicles of Sex Role Socialization in Schools" (see section V of this outline) (10 minutes)

- prepare charts (on newsprint, acetate transparency, or chalkboard) as identified in "Materials needed" listing of these Session Specifications

Group size: Flexible

Facilities required: Meeting room to accommodate expected number of participants; moveable tables and chairs will facilitate small group work

Equipment and supplies required: Overhead projector and transparencies, chalkboard and chalk, or newsprint and marker; pencils for each participant

THE CONTEXT OF TITLE IX

GENERIC SESSION ONE

Session Agenda

I.	OPENING COMMENTS	TIME REQUIRED: 20 MINUTES
II.	IDENTIFYING AND ALLEVIATING SEXISM IN EDUCATION--AN INTRODUCTORY ASSESSMENT	TIME REQUIRED: 30 MINUTES
	A. Introductory remarks	(2 minutes)
	B. Individual activity--"An Introductory Assessment"	(5 minutes)
	C. Paired discussions	(13 minutes)
	D. Total group processing	(10 minutes)
III.	THE LEGAL CONTEXT OF TITLE IX--SCHOOLS AND FEDERAL ANTIDISCRIMINATION LAWS	TIME REQUIRED: 55 MINUTES
	A. Lecturette--"The Legal Context of Title IX"	(10 minutes)
	B. Individual activity--"Identifying Discrimination--Case Examples"	(10 minutes)
	C. Small group discussions	(20 minutes)
	D. Total group processing	(15 minutes)
IV.	BREAK	TIME REQUIRED: 10 MINUTES
V.	THE SOCIAL/EDUCATIONAL CONTEXT OF TITLE IX	TIME REQUIRED: 60 MINUTES
	A. Lecturette 1--"Differential Sex Role Socialization"	(20 minutes)
	B. Questions and answers	(5 minutes)
	C. Lecturette 2--"Vehicles of Sex Role Socialization"	(10 minutes)
	D. Small group discussions--"Vehicles of Nonsexist Socialization--How Would They Look?"	(15 minutes)
	E. Total group processing	(10 minutes)
VI.	SUMMARY AND CLOSING	TIME REQUIRED: 5 MINUTES
		TOTAL TIME REQUIRED: 180 MINUTES

I. OPENING COMMENTS

TIME REQUIRED: 20 MINUTES

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an overview of the workshop purposes, the workshop objectives, and the workshop agenda
- to introduce to participants the group or organization implementing the workshop, the workshop leaders, and other key individuals
- to introduce participants to the participant notebook or the materials provided and to their uses during and after the workshop

Materials needed:

For participant use:

- "Implementing Title IX and Attaining Sex Equity--A Workshop Overview" (included in participant materials--Participant Worksheet A; included in participant notebook in "An Introduction to the Workshop")

For facilitator use: None

Facilitator preparation needed:

The facilitator should:

- thoroughly review the total session outline and participant materials
- prepare opening comments suitable to a particular workshop and to the facilitator's individual style

Procedure:

The purpose of this activity is to provide workshop participants with an overview of the purposes of the workshop, the organization of workshop sessions, and the objectives of this session.

The session may begin with introductions and greetings. Any necessary housekeeping announcements--restroom locations, scheduling of refreshments, availability of materials, etc.--should be covered at this time.

The opening comments may take any form or sequence which is appropriate to the particular workshop, but the facilitator should make certain that the following points are covered:

- the importance of Title IX implementation and the attainment of sex equity to the quality of the schools represented by the participants
- the general purposes of the workshop

- the workshop agenda, objectives, and activities--overview of the five sessions

- the purposes and use of the participant materials/notebook

Some opening comments of the type which may be useful are suggested below; these should be adapted as appropriate to particular situations.

"This workshop is being conducted by (name of sponsor) as part of a nationwide effort directed toward the implementation of Title IX of the 1972 Education Amendments and the attainment of sex equity in education. It is based on a training model developed by the Council of Chief State School Officers under funds provided by the U.S. Office of Education of the Department of Health, Education, and Welfare. The materials we will be using in the workshop were developed by the Resource Center on Sex Roles in Education for the CCSSO."

(At this point, the facilitator may wish to describe the interest of the sponsoring organization in the workshop, and to outline the organization's past experience in and/or commitments to efforts to achieve equity in education.)

"This workshop has been designed to assist each of you in working to implement Title IX and to attain sex equity in education. Because the workshop is based on a training model which has been designed to provide assistance to a wide variety of persons with a wide variety of experiences and needs, you will experience a number of different activities and you will be provided a wide range of information. Workshop activities will begin with some of the most basic information and awareness activities related to Title IX and sex equity concerns, and then move to increasingly specific areas of information and skills-building activity. We hope that each of you will obtain information and skills which are new to you, and that you will take the opportunity to assist others in areas with which you are familiar.

"The workshop will be organized in five three-hour sessions. These sessions will be of two types:

Generic Sessions which are designed to provide information and activities useful to anyone working to implement Title IX and to attain sex equity; these sessions will be attended by all participants together

Application Sessions which are designed to provide information and activities which are specifically relevant to the following groups of participants --

- *Administrators, Title IX coordinators, and board members*
- *Instructional personnel*
- *Counselors and pupil services personnel*
- *Physical activities personnel (physical education and athletics staff)*
- *Vocational education personnel*
- *Community members*

Each participant will select the group which is closest to her/his role or interest and attend two sequential Application Sessions in this group.

"The first two workshop sessions will be Generic Sessions. They will focus on such areas as the legal context of Title IX, the educational/social context of Title IX, the requirements of Title IX as specified in its implementing regulation, and the Title IX grievance procedure. The third and fourth sessions will be Application Sessions which will focus on activities unique to the various participant job roles. The fifth and concluding session will be a Generic Session; it will provide an opportunity to plan action steps and programs which may be taken in schools and school districts to apply the workshop learnings."

(Group facilitators should review the workshop agenda here, calling attention to any special presentations planned or to any other unique aspects of the particular workshop being implemented.)

"Before we discuss the objectives and activities of this first workshop session, we would like to call your attention to the participant materials which have been provided."

At this point the group facilitator should make reference to the participant materials used in the workshop. If only the "Participant Materials" which appear at the end of this outline are used, comment should be limited to the fact that participants will find in these materials an overview of the workshop, and the worksheets which will be used in the Generic Sessions. If the full Participant Notebook is used, reference should also be made to the value of its use as reference material during and after the workshop.

Before proceeding beyond the discussion of the participants' materials, the facilitator may wish to stop here to respond to any general questions which participants may have regarding the overall workshop plan or format. After responding, she/he should begin to review with the group the objectives for the first Generic Session with comments such as:

"In a moment we will move into some individual and small group activities and begin the 'work' of the workshop. First, we would like to review the objectives of this first Generic Session. During the remainder of this session we will be working to:

- *assess our awareness of differential treatment of females and males in schools and the impact of Title IX on the reduction of such differential treatment*
- *review the legal context of Title IX and the other Federal antidiscrimination laws affecting schools*
- *increase our skills in identifying various forms of discrimination in schools*
- *consider the social/educational context of Title IX and the ways in which differential sex-role socialization is manifest in schools*
- *identify some of the goals and characteristics of nonsexist education "*

II. IDENTIFYING AND ALLEVIATING SEXISM IN EDUCATION--AN INTRODUCTORY ASSESSMENT

TIME REQUIRED: 30 MINUTES

(A)	Introductory remarks	(2 minutes)
(B)	Individual activity--"An Introductory Assessment"	(5 minutes)
(C)	Paired discussions	(13 minutes)
(D)	Total group processing	(10 minutes)

Purpose of the activity:

The purposes of this activity are:

- to assess participants' awareness of the manifestations of sexism and sex differentiation within the policies, programs, and practices of the education agencies/institutions in which they work
- to identify participants' perceptions of the past and potential contributions of Title IX to the elimination of sexism and sex differentiation in these policies, programs, and practices
- to establish workshop norms for active individual involvement and group sharing
- to establish a norm for the application of workshop concerns and information to personal and institutional self-evaluation and change

Materials needed:

For participant use:

- "Implementing Title IX and Achieving Sex Equity in Education--An Introductory Assessment" (in participant notebook--Participant Worksheet 1)

For facilitator use: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the total session outline and all participant materials
- review suggested introductory comments and adapt them to fit unique group needs and facilitator style

Procedure:

A. Introductory comments (2 minutes)

The activity should be introduced with comments such as the following:

"Most of us come to this workshop with different perceptions, ideas, or experiences relating to Title IX and to the general issue of sexism in education. Before we discuss specific Title IX provisions and compliance activities, it is useful for us to spend a few minutes examining our own ideas and experiences relating to sexism in education, and to share some of them with others in the group. Identifying our own experiences provides

each of us with a valuable base from which to consider Title IX requirements.

"Each of you has in your notebook a sheet entitled, 'Implementing Title IX and Achieving Sex Equity in Education--An Introductory Assessment.' Please take a few minutes to answer the questions listed; write your answer in the space provided under each question. You should answer the questions based on your experience in your job or on your observations of the schools in your community. Please be as specific as you can in answering all four questions. You will have about five minutes. Please work independently; you will have a chance to discuss your responses in a few minutes."

B. Individual activity--"An Introductory Assessment" (5 minutes)

The facilitator should make sure all participants have found a copy of the assessment form (Participant Worksheet 1) in their materials, ask if there are any questions, and make sure that all participants have a pencil or pen. She/he should also provide any clarifying instructions which may be appropriate. Participants should be allowed approximately 5 minutes to answer the questions on the worksheet.

C. Paired discussions (13 minutes)

When most participants have completed their answers, the facilitator should ask them to pair with a person sitting near them whom they do not know, to introduce themselves, and to discuss their answers. Approximately 13 minutes should be provided for this discussion.

D. Total group processing (10 minutes)

After the participants have had an opportunity to discuss their answers in pairs, it is useful to have them share some of their answers in the total group. Allow approximately 10 minutes for this activity.

Group processing may be initiated by saying simply, *"All right, we'll take a few minutes now to discuss the kinds of answers we've produced."* The worksheet questions can then be discussed one at a time. If discussion is slow, it is usually possible to stimulate participation by asking for reactions to suggestions made by the facilitator.

For example, if participants are hesitant to volunteer answers to question #1, the workshop facilitator might ask, *"How many of you notice differences in the kinds of positions occupied by men and women within the agency/institutions?"* As hands are shown, the facilitator may then ask, *"What kinds of differences are they?"* These stimulus questions might refer to sex differentiation in textbooks and instructional materials, treatment of male and female students by school personnel, counseling and counseling tests and materials, physical education, athletics, vocational education, honors and awards, and many others. (These issues are discussed in greater detail in part C of section V. of this outline.)

With regard to the second question, participants may provide information on Title IX-related activities undertaken by their institutions or on personal activities related to sex equity (classroom activities, action by community groups, etc.). This question is deliberately open ended; all such responses are appropriate.

In discussing or "processing" the third question, workshop facilitators should assist participants both in the identification of specific Title IX compliance efforts and in the assessment of the general impact of these efforts. If participants are slow to respond, it may be useful for the workshop facilitator to ask participants about their awareness of required Title IX compliance procedures--whether they have received a notification of compliance policy; whether they know the name of the employee responsible for coordinating Title IX compliance efforts; whether they are familiar with the internal grievance procedure for processing Title IX complaints (the focus of an activity later in the workshop); or whether they are aware of the existence and results of the agency's/institution's self-evaluation of Title IX compliance and what they believe its effects have been.

The fourth question is also open ended; appropriate responses may vary greatly. Some may focus on such subjective and general factors as improved attitudes; others may identify such concrete and specific measures as the purchase of nonbiased counseling materials or the modification of athletics programs.

The workshop facilitator should also encourage participants to look at their assessment forms as they proceed through other activities. She/he should point out that the answers to these questions can provide a valuable base for Title IX compliance efforts and for both personal and institutional action planning; they provide data against which the Title IX requirements to be discussed later in the workshop may be compared.

III. THE LEGAL CONTEXT OF TITLE IX--SCHOOLS AND FEDERAL ANTIDISCRIMINATION LAWS — TIME REQUIRED: 55 MINUTES

(A)	Lecturette--"The Legal Context of Title IX"	(10 minutes)
(B)	Individual activity--"Identifying Discrimination--Case Examples"	(10 minutes)
(C)	Small group discussions	(20 minutes)
(D)	Total group processing	(15 minutes)

Purpose of the activity:

The purposes of the activity are:

- to provide an overview of the range of Federal antidiscrimination laws affecting education agencies and institutions
- to provide participants a legal context for considering Title IX as it relates to other Federal antidiscrimination laws
- to review Federal laws prohibiting racial and ethnic discrimination in schools and to reinforce efforts for their implementation
- to provide participants an opportunity to assess their skills in the recognition of illegal discrimination in education policies, programs, and practices and in the identification of Federal laws which apply to various discriminatory situations

Materials needed:

For participant use:

- "Identifying Discrimination--Case Examples" (included in participant notebook--Participant Worksheet 2)
- "Identifying Discrimination--Analyses of Case Examples" (included in participant notebook--Appendix A)

For facilitator use:

- A chart (on newsprint, acetate transparency, or chalkboard) containing the following information:

Summary of Federal Antidiscrimination Laws

Law	Prohibits	Covers
Title VI of the Civil Rights Act of 1964	Race discrmination	Students
Title VII of the Civil Rights Act of 1964	Race and sex discrimination	Employees
The Equal Pay Act of 1963	Sex discrimination (in pay only)	Employees
Title IX of the Education Amendments of 1972	Sex discrimination	Employees and students

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the total session outline and all participant materials
- review suggested lecturette and adapt it to accommodate unique group needs and facilitator style
- prepare chart on "Summary of Federal Antidiscrimination Laws"

Procedure:

A. Lecturette--"The Legal Context of Title IX" (10 minutes)

The purpose of this activity is to provide participants with an overview of Federal antidiscrimination laws and their relationship to school programs and Title IX. Before beginning the lecturette for this session, the facilitator should make sure that the chart entitled, "Summary of Federal Antidiscrimination Laws" is available for display and reference at the appropriate time during the lecturette.

"In the opening assessment activity, we focused generally on issues relating to sex differentiation and sex equity in education and on issues related to the progress made and the problems remaining in Title IX implementations. In most of the activities throughout the workshop, we will be dealing very specifically with Title IX requirements for nondiscrimination on the basis of sex and with their implications for our institutional and individual programs and behaviors.

"Before we move to an indepth consideration of Title IX, however, it is important that we review other Federal antidiscrimination requirements relevant to education. Title IX is not an isolated requirement recently imposed on education agencies and institutions and soon to be forgotten. It is rather one of the most recent of a series of Federal statutes designed to increase equality of opportunity in education institutions. Since the 1954 Supreme Court decision regarding Brown v. The Board of Education, Federal and state legislatures, the courts, our education systems, and the society at large have been involved in continuing efforts to identify and eliminate various forms of discrimination and to define better the nature of equal educational opportunity. Title IX is the result of our recent recognition of the fact that many education institutions discriminate against students and employees on the basis of sex. Earlier legislation was enacted to prohibit other forms of discrimination. It is important for several reasons that Title IX compliance efforts be considered in the context of this earlier legislation:

- *It is important that our efforts toward the implementation of these other laws be maintained.*
- *These laws provide language and case law or legal precedent which influenced the Title IX legislation and its implementing regulation, and will continue to affect future judicial interpretation of Title IX.*

- Familiarity with these other laws will enable us to recognize when efforts and programs directed toward Title IX compliance may be used to address other forms of discrimination and when separate programs are required to address unique needs related to a particular form of discrimination.

"The four Federal antidiscrimination laws identified on the 'Summary' chart you see posted comprise the major antidiscrimination requirements which are relevant to local education agencies. These include:

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act prohibits discrimination against students on the ground of race, color, or national origin in programs receiving Federal funds. Title VI and related case law prohibit discrimination on the basis of race in student admissions, student access to courses and programs, and student policies and their application. (Title VI is the law underlying school desegregation efforts and efforts to provide bilingual instruction or some other method of comprehensible education for students of limited English-speaking ability.) Any institution or agency receiving Federal funds is covered by Title VI. Most education activities of a recipient agency or institution are covered, including activities or programs not in direct receipt of Federal funds. It was the language of Title VI which provided the model for Title IX.

Procedures for the filing of possible complaints of racial or ethnic discrimination are provided under the legislation. Such complaints should be filed with:

- The Office for Civil Rights
  U. S. Department of Health, Education, and Welfare
  Washington, D. C. 20201

or

- a regional Office for Civil Rights
  U. S. Department of Health, Education, and Welfare

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972

Title VII of the Civil Rights Act prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex. All institutions or agencies with 15 or more employees--including state and local governments and labor organizations--are covered under the amended Act. Title VII prohibits discriminatory practices in all terms and conditions of employment, including:

- recruitment, selection, assignment, transfer, layoff, discharge, and recall
- opportunities for promotion
- inservice training or development opportunities
- wages and salaries

- sick leave time and pay
- vacation time and pay
- overtime work and pay
- medical, hospital, life, and accident insurance
- retirement plans and benefits
- other staff benefits

A substantial body of case law and legal precedent has been developed under Title VII; this provides many of our currently accepted standards for nondiscrimination in employment. Many of the provisions in the employment section of Title IX regulation are based on Title VII.

Complaints of employment practices which discriminate in violation of Title VII should be made to:

- The Equal Employment Opportunity Commission
  2401 E Street, N. W.
  Washington, D. C. 20037

or

- a regional Office of the EEOC

In instances where State or local fair employment practices laws provide procedures for the handling of complaints of discrimination, the complaint may be referred to the state or local agency for a 60-day period of time. If the complaint is not resolved at this level, the EEOC assumes responsibility for investigation and conciliation. If this fails, the EEOC, the U. S. Attorney General, or the complainant may file suit.

The Equal Pay Act of 1963 as amended by the Education Amendments of 1972

The Equal Pay Act prohibits sex discrimination in salaries and most fringe benefits. All employees of education institutions and agencies, including those in professional, executive, and administrative positions, are covered by the Equal Pay Act.

The Act provides that a man and a woman working for the same employer under similar conditions in jobs requiring substantially equivalent skills, effort, and responsibility must be paid equally even when job titles and assignments are not identical. Interpretations of the Equal Pay Act will influence interpretation of such issues under Title IX, whose regulation contains language similar to that employed in the EPA.

Employers are required to maintain specified records relevant to the determination of possible violations of the law. Complaints may be filed with:

- Employment Standards Administration
  Wage and Hour Division
  U. S. Department of Labor
  Washington, D. C. 20210

or

- *a regional Office of the U. S. Department of Labor*

The complaint process provided under the EPA is the simplest and most direct of all those processes mentioned in this review.

Title IX of the 1972 Education Amendments

Title IX prohibits discrimination on the basis of sex against students and employees of education programs and activities receiving Federal funds. Nearly all elementary, secondary, and postsecondary institutions are covered under this legislation. The Title IX regulation prohibits sex discrimination in such areas as:

- *admissions to vocational, graduate, professional, and public undergraduate schools*
- *student access to courses and programs*
- *counseling and guidance--tests, materials, and practices*
- *physical education and athletics*
- *vocational education programs*
- *student rules and policies*
- *treatment of married and/or pregnant students*
- *financial assistance*
- *student housing*
- *extracurricular activities*
- *employment in education institutions*

The regulation covering Title IX requires education agencies and institutions to develop grievance procedures for the local handling of complaints of discrimination. This procedure may be used or complaints may be filed directly with:

- *The Office for Civil Rights*
  U. S. Department of Health, Education, and Welfare
  Washington, D. C. 20201

or

- *a regional Office for Civil Rights*
  U. S. Department of Health, Education, and Welfare

B. Individual activity--"Identifying Discrimination--Case Examples" (10 minutes)

The facilitator should ask participants to take "Identifying Discrimination--Case Examples" (Participant Worksheet 2) from their materials. The activity may be introduced with comments such as:

"It is important that each of us know not only the general provisions of these Federal requirements, but also how to apply them to the evaluation of discrimination in education policies, programs, and practices.

"Each of you should have in your materials a copy of Participant Worksheet 2 entitled, 'Identifying Discrimination--Case Examples.' Please take a few moments to read each example. Consider each one and determine whether you believe it is in violation of any of the Federal antidiscrimination requirements just reviewed. You may want to refer to the 'Summary' chart which is posted in the room. Write the number of the Federal law which you believe applies to each example in the space provided below it. We will have about 10 minutes to work individually."

The facilitator should ask if there are any questions and provide any clarifying information which may be appropriate. Approximately 10 minutes should be provided for individual review of the case examples.

C. Small group discussions (20 minutes)

After most participants appear to have completed their reviews, they should be instructed to form small groups of four or five persons and spend approximately 20 minutes discussing:

- the law or laws applicable to each example
- the critical factors indicating possible discrimination in each example

If it appears that participants may have difficulty completing the discussion during the time allotted, the facilitator may assign groups on one side of the room the odd numbered cases and groups on the other side the even numbered, or assign examples 1-5 to some groups, examples 6-10 to others, etc.

D. Total group processing (15 minutes)

After the small group discussions have been completed, it is useful to spend approximately 15 minutes in review and clarification with the total group. The facilitator may ask members of the group to volunteer their comments on each of the examples. As each is discussed, it is important that the facilitator determine that the small groups have correctly identified the laws relevant to each example. When differences of opinion or confusions are evident, it is important that the facilitator highlight the factors which are critical to the identification of the relevant Federal requirement. The facilitator may wish to refer to "Identifying Discrimination--Analyses of Case Examples" for clarifying information. Before terminating the discussion, the facilitator should point out that the "Analyses" are provided in Appendix A of the participant notebook. They have been provided for future reference by participants.

If time permits, it may also be useful to encourage participants to consider whether there are similarities between the case situations and situations which the participants have observed. If this is done, workshop facilitators or resource persons should restrict their comments to information regarding the possibility of discrimination and refrain from other evaluation.

The workshop facilitator should close this activity by reminding participants that work remains in the implementation of each of these laws and that continuing efforts must be made to combat all forms of discrimination. As participants consider various perspectives and activities related to Title IX in the workshop sessions, they should attempt to identify similarities and differences between sex discrimination and racial-ethnic discrimination, and strategies or points for complementary action interventions.

IV. BREAK TIME REQUIRED: 10 MINUTES

THE SOCIAL/EDUCATIONAL CONTEXT OF TITLE IX TIME REQUIRED: 60 MINUTES

(A)	Lecturette 1--"Differential Sex-Role Socialization"	(20 minutes)
(B)	Questions and answers	(5 minutes)
(C)	Lecturette 2--"Vehicles of Sex-Role Socialization"	(10 minutes)
(D)	Small group discussions--"Vehicles of Nonsexist Socialization--How Would They Look?"	(15 minutes)
(E)	Total group processing	(10 minutes)

The purpose of the activity:

The purposes of the activity are:

- to provide participants with a conceptual/data base regarding the issues of sex bias and sex discrimination in education, and a context for understanding the significance and rationale of the Title IX regulation:
  - to review the functions of education in our society
  - to review data regarding possible differential outcomes of education for females and males
  - to review data regarding the possible sources of differential educational outcomes for females and males--the vehicles of sex role socialization and manifestations of sex bias in schools
  - to consider general goals for the educational preparation of females and males for more effective functioning in their future lives
- to provide participants with information regarding possible racial-ethnic differences in the socialization of females and males (where such information is available) and with information regarding similarities or interactions between sex bias and race bias in schools
- to provide participants with an opportunity to identify some of the characteristics of schools as they might exist if they were free of bias, in order that participants may better understand the significance and rationale of the Title IX regulation

Materials needed:

For participant use:

- "Vehicles of Nonsexist Socialization--How Would They Look?" (included in Participant Notebook--Participant Worksheet 3)

For facilitator use:

- A chart (on newsprint, acetate transparency, or chalkboard) containing the following questions on socialization:

  1) What are the functions of education in our society?

2) How well has education functioned for females and males? Are there sex differences in educational experiences or outcomes for females and males?

3) What are the goals for improving the educational preparation of females and males for more effective functioning in their future lives?

- A chart (on newsprint, acetate transparency, or chalkboard) containing the following information:

  Five Changes in the Lives of Women Since 1900

  1. Women are increasingly entering the labor force.
  2. Women are increasingly heading families.
  3. Women are having fewer children.
  4. Women are increasingly living alone or with unrelated individuals.
  5. Women are becoming increasingly well-educated.

- A chart (on newsprint, acetate transparency, or chalkboard) containing the following information:

  Vehicles of Sex-Role Socialization in Schools

  - Textbooks and instructional materials
  - School personnel behavior
  - Counseling and guidance
  - Sex-segregated schools and school groupings
  - Vocational education
  - Physical education and athletics
  - Extracurricular activities
  - Sex-stereotyped assignments of roles in the education profession

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review suggested lecturettes and adapt them to accommodate unique group needs or facilitator style
- prepare charts needed for activity
  - the four questions on socialization
  - "Five Changes in the Lives of Women Since 1900"

- "Vehicles of Sex-Role Socialization in Schools"

Procedure:

A. Lecturette 1--"Differential Sex-Role Socialization" (20 minutes)

The purpose of this lecturette is to provide participants with an overview of the social/educational context of Title IX. Before beginning the lecturette, the facilitator should make sure that all charts are accessible for display; reference should be made to them at appropriate times during the lecturette.

Suggested lecturette:

"As we worked with the various Federal antidiscrimination laws in the preceding exercise, we were exploring the relationship of Title IX to other antidiscrimination legislation. These other antidiscrimination laws and their related case precedents provide one important part of the legal context for understanding the roots and significance of Title IX and the rationale behind the provisions of its implementing regulation.

"Another important context for the consideration and understanding of Title IX is the social and educational context provided by the basic data we have regarding sex differentiation and sex bias in education. These data suggest the kinds of sex differentiation in the outcomes and processes of education which gave rise to pressures for the passage of legislation such as Title IX and to the concern for attaining sex equity in education programs. During the next few minutes, we will be discussing some of these data regarding sex differentiation and sex bias in education.

"As we consider these data, and the educational and social context for Title IX, it is important to keep in mind the four basic questions you see posted on the chart in the front of the room:

1) What are the functions of education in our society?

2) How well has education functioned for males and females? Are there sex differences in educational experiences or outcomes for females and males?

3) What are the sources of differential educational experiences or outcomes for females and males?

4) What are the goals for improving the educational preparation of females and males for more effective functioning in their future lives?

"Our response to these questions provide an important frame of reference for understanding Title IX and its specific regulatory provisions. In reviewing the data, we will try to consider each question in turn. (Where data exist regarding similarities, differences, and interactions between sex bias and differentiation and race bias and differentiation, we will include these also. Although relevant data are not always available, it is important that we keep in mind that the educational experiences and outcomes of females and males may be affected by their race and ethnic background.)

1) The functions of education in our society

"In considering issues related to equity in education (whether equity be related to race, sex, or social class), it is important to keep in mind the somewhat paradoxical demands placed on education in our rapidly changing society. First, education is expected to conserve and to maintain social stability by transmitting to students the knowledge, skills, and experience of the past. Second, it is expected to anticipate the evolution of society and to provide the present generation of students with the knowledge and skills which will be needed by the individuals and the society of the future. Our education institutions have generally been more effective in transmitting the experience of the past and contributing to social continuity than in anticipating the needs of students for the future. In so doing, they have also functioned to perpetuate existing inequities and discrimination. Schools have often sorted and stratified students on the basis of race, ethnicity, social class, and sex, according to the assumptions, biases, and values of the past rather than the actualities of the present or the needs of the future.

2) The functioning of education for females and males; sex differences in educational experiences and outcomes

"Accumulated data suggest that education functions largely to prepare both females and males for the roles traditionally considered appropriate to their sex (and females and males of racial-ethnic minority groups for the roles traditionally considered appropriate for their sex and race). Although we cannot be certain of many of the future needs of women and men, we do have some general statistical indicators of major life trends against which the reality of our traditional sex role assumptions and the adequacy of our education programs for women and men may be assessed.

"Five major changes have occurred in the lives of American women since the turn of the century, 1/ changes which are paralleled by complementary changes in the lives of men. (Although these changes have differed in degree for women and men of racial-ethnic minority groups, they have occurred to some degree in all racial-ethnic groups.)
(At this point, the workshop facilitator may wish to ask participants if they can identify what these changes are. After receiving ideas from the participants, the facilitator may then display the chart on the five changes and resume the lecturette, noting similarities between participant responses and the information presented.)

- Women are increasingly entering the labor force.

In every age group, the percentage of women participating in the paid labor force has steadily increased each decade since 1900. Ninety percent of all females currently in high school will be engaged in paid employment at some time in their lives. More than 60 percent of the female labor force is made up of married women, and half of all women with children between the ages of 6 and 17 are working for pay outside the home. Economist Eli Ginzberg has called this entry by women into the work force 'the single most outstanding phenomenon of our century.' 2/

For many poor or minority group women who have never had the option of staying at home, this change has been less dramatic. Since 1890, the percentage of Black women in the paid labor force has increased from 37 percent to 49.5 percent. The increase for

white women over this same period has been from 15.8 percent to 42.6 percent. For all groups of minority women on whom data are available (Black, Spanish-speaking, and Asian Americans) work force participation exceeds that of white women and continues to increase.

• Women are increasingly heading families.

The proportion of single-parent families headed by women increased by 33 percent in the last decade. (This compares with a 13 percent increase of husband-wife families.) Of all families headed by women, nearly 40 percent live below the poverty threshold.

• Women are having fewer children.

Since 1960, family size and birth rates for all racial-ethnic groups have dropped markedly.

• Women are increasingly living alone or with unrelated individuals.

The number of households consisting of primary individuals--those who do not live with persons related to them--has increased from 10 percent of all households in 1940 to 20 percent in 1973. An increase of nearly one million women in this category occurred between 1970 and 1973. As the life expectancy of women continues to exceed that of men, women over 65 comprised 55 percent of this category; women between 14 and 34 comprised 34 percent of this category.

• Women are becoming increasingly well educated.

In the years between 1940 and 1974, the median number of school years completed by women in this country has increased from 8.7 years to 12.3 years. Both white and Black females are completing more years of formal schooling; in 1940 the median number of school years completed by Black females was 6.1; in 1974, it was 11.4. For white females, the medians are 8.8 and 12.3 for corresponding years. (Data are not available for Spanish-speaking, Asian, and Native Americans for corresponding years.)

"These five changes in the lives of women appear to be the result of steady and irreversible societal changes occurring since the turn of the century. They reflect our development from a rural/agricultural society to an urban/industrial-technological society, and resultant changes in the nature of work itself, the organization of family life, and the increased availability of public education.

"As the roles and lives of women have changed, so have the roles and lives of men. As women have entered the labor force, many men have assumed new responsibilities in the maintenance of home and family. As the family has decreased in its importance as the primary unit of economic production, its role as an emotional support system has increased in relative importance, with great impact on the roles of males, females, and children. As more persons enter the work force, our society is being forced to re-evaluate basis for the assignment of employment roles, again with major implications for the lives of males.

"There is no doubt that these economic and societal changes have not affected all groups within our society in the same way or to the same degree. Differences between racial, ethnic, and economic groups in respect to the employment of females and males, the composition of the family, and the amount of education completed are significant. It is true, however, that each of the trends identified affects and will continue to affect females and males of all racial and ethnic groups.

"How well do our education institutions prepare students to function effectively in their changing roles? For example, how well are females prepared to assume their roles as paid workers, as family heads, as persons living independently, and as consumers of education?

"It is difficult to separate the effects of formal education on the development of females or males from those of such informal education agents as the family or the media. Data suggest, however, that our education agents, formal and informal, are failing to provide females with the self-images, knowledge, and skills necessary to enable them to function successfully in these roles.

"Although educational achievement is an imperfect measure of preparation for adult roles, it does provide us with one indication of possible differences in the preparedness of females and males. A recent report of the National Assessment of Educational Progress (NAEP), a project of the Education Commission of the States, documents major disparities in the educational achievement of males and females: 3/

- Results from NAEP assessments in eight learning areas show that males generally do better than females in four major subjects: mathematics, science, social studies, and citizenship.

- In the four other learning areas, females consistently outperform males to any large degree in only one (writing); maintain a slight advantage in one (music); and in the remaining two subjects (reading and literature) are above male achievement levels at age 9, then drop to lag behind males by the young adult ages 26-35.

- What is particularly puzzling in comparing male-female achievement is that in the male-dominated areas (mathematics, science, social studies, and citizenship), males and females at age 9 show scholastic understandings that are fairly equal. By age 13, however, females have begun a decline in achievement which continues downward through age 17 and into adulthood.

(Note: Information regarding any racial-ethnic differences affecting female and male performance on the Assessment is not available.)

"We can hypothesize two interpretations of these data. The first interpretation would suggest that differences in intellectual ability between males and females limit girls' academic achievement. A comprehensive analysis and review of research regarding basic psychological sex differences by Eleanor Maccoby and Carol Jacklin 4/ indicates that this interpretation is not supported.

"Maccoby and Jacklin conclude that there is no difference between males and females in basic learning styles; there is no sex difference in ability to perform either role-learning tasks or tasks requiring higher level cognitive processing. Further, females and males do not differ on tests of analytic or cognitive style. Although Maccoby and Jacklin do conclude that males excel in visual-spatial and mathematical ability, which is consistent with their superior performance on the mathematics section of the NAEP, they also find that females have greater verbal ability than males. It is thus difficult to attribute the performance deficit of females on the nonmathematical portions of the Assessment to basic sex differences in ability. A more plausible interpretation is that these performance differencies are the result of sex-differentiated patterns of educational socialization which perpetuate traditional male and female stereotypes.

"Data compiled by Myra Sadker in her 'Report Card on Girls and School,' 5/ many of which provide information on sex differences in self-image, also indicate differences between females and males in their preparedness to function in independent and paid work roles. These data, like the NAEP statistics, also indicate the increase of these sex differences with age. (It is important to note, however, that most of the data are based on white, middle class populations, and they should not be generalized to apply to all cultural groups without further investigation.)

- Intellectually, girls start off ahead of boys. They begin speaking, reading, and counting sooner; in the early grades they are even better in math. However, during the high school years, a different pattern emerges and girls' performance on ability tests begins to decline. Indeed, male students exhibit significantly more IQ gain from adolescence to adulthood than do their female counterparts. 6/

- By the time they reach the upper elementary grades, girls' visions of future occupations are essentially limited to four: teacher, nurse, secretary, or mother. Boys of the same age do not view their future occupational potential as so limited. 7/

- A more recent study indicates that although more elementary school girls are beginning to consider a variety of careers, they are unable to describe in any specificity what having a career would be like. Boys, in contrast, are able to describe in detail the activities which might comprise their chosen career. 8/

- Although women make better high school grades than do men, they are less likely to believe that they have the ability to do college work. 9/

- Decline in career commitment has been found in girls of high school age. This decline was related to their feelings that male classmates disapproved of a woman's using her intelligence. 10/

- Of the brightest high school graduates who do not go on to college, 75-90 percent are women. 11/

- The majority of male and female college students feel the characteristics associated with masculinity are more valuable and more socially desirable than those associated with femininity. 12/

"Most of the data which exist on sex differences in educational outcomes document the deficits of females on various academic and career-related achievement or self-concept measures. Also significant, although less well documented, is the pressure for independence, competition, and career success and achievement which may produce stress and anxiety in males, and may deny them the opportunity to acquire the noncompetitive, effective, and interpersonal skills needed for human living.

"Another important area in which little research has been done is the area of racial-ethnic differences as they may affect the kinds of sex differences in academic and career aspirations and self-perceptions we have just reviewed. Most of the few studies which do exist deal only with one minority group--Black Americans--and many issues remain to be explored both with regard to Black females and males and with regard to Spanish heritage Americans, Asian Americans, Native Americans, and others. We will mention some of the studies which do exist, primarily to emphasize the importance of considering the racial-ethnic variables which may affect the educational needs of females and males.

"One group of studies seem to indicate some similarity between the traditional views of the feminine role held by Black women and those held by white women. Several studies have indicated that the career aspirations of Black college women, like those of white women, are primarily toward traditional 'feminine' career roles. 13/ Other studies indicate, however, that Black women, unlike white women, tend to see working, rearing children, and fulfilling a wifely role as compatible. 14/

"At least one study suggests that among Black high school students in a rural Southern area, it is Black males who hold low career and educational aspirations. In this study, Black males and females and white males and females were surveyed regarding their occupational and educational expectations. The findings were that Black females exceeded both white males and females in their expectations while Black males consistently fell below the other three groups in expectation level. 15/

"The occupational participation of Black women (and probably Black men also) may be limited by more than aspiration levels. We noted earlier that young white women were less able than young white men to describe occupational roles in any specificity. A five-year study of over 5,000 Black and white women ages 14-24 indicated that Black women were less able than white women to describe the duties in each of 10 occupations--assembler, key punch operator, bank teller, department store buyer, dietician, statistical clerk, nurse's aide, social worker, medical illustrator, and quality control girl (sic) in a bakery. 16/ The lack of such information is likely to have a significant effect on the educational and occupational aspirations and choices of Black women.

"One of the most inclusive studies of the interaction of sex and race differences in attitudes was a survey administered to 1,750 pre-adolescent children--white, Black, Chicano, and Asian American children. The survey measured: self-esteem, school orientation, peer orientation, and orientation to family authority in these children. The results of the survey indicated that:

- sex differences were more salient than other differences with regard to school orientation (boys liked school less than girls, regardless of racial-ethnic background)

- race differences were most salient with regard to family orientation (white children were less oriented to family authority than

minority children)

In summarizing the results of the survey, the researcher concluded that 'all in all, sex was found to be a more powerful influence on preadolescent attitudes than race and social class status' and that 'across the society, the differences in the socialization of boys and girls are influenced by race and social class in minor ways.' 17/

"As these few studies indicate, much work remains to be done if we are to understand the interaction of race and sex factors as they affect the educational needs of females and males from racial-ethnic minority groups. It is important, however, that we remember that sex differentiation and stereotyping may affect females and males regardless of their race or ethnic background, although the effects may take a variety of forms. It is only by recognizing the forms of stereotyping and differentiation which exist that we may design education services and programs in such a way as to contribute to the optimal growth of all students."

B. Questions and answers (5 minutes)

The facilitator should provide approximately 5 minutes for participant questions or discussion of the information presented to this point. She/he may wish to move into questions and answers with a comment such as:

"The data we've just considered indicate, in response to the second of the questions on the chart, that there are differences in educational outcomes for females and males, and that schools seem to function less well in preparing females for independent living than they do at least for white males.

"Again, it is difficult to differentiate the contribution of schools to these outcomes from those made by the family, the media, and other socialization influences. There is much documentation, however, of the ways in which schools may perpetuate these forms of sex differentiation, regardless of the other institutions which share in this responsibility. Before we consider this documentation and the answer to the third question on the chart, we'll take a few minutes to discuss any questions which have come up so far."

C. Lecturette 2--"Vehicles of Sex-Role Socialization" (10 minutes)

The purpose of this lecturette is to conclude the overview of the social/educational context of Title IX which was begun in Lecturette 1. Lecturette 1 was designed to address the first two questions of the four socialization questions presented on the chart; this lecturette will address the third question. It will focus on the possible sources of sex differentials in educational outcomes--the vehicles of sex-role socialization or sex bias in schools.

Suggested lecturette:

"Let us turn now to the third question on the chart: 'What are the sources of differential educational experiences or outcomes for females and males?' Another way to ask this question is: 'What are the vehicles of sex-role socialization in schools, or how is sex bias transmitted in schools?'

"The traditional sex role assumptions and values of our society are transmitted in a variety of ways in education institutions. Instead of assisting all students, female and male, to explore a variety of traditional and nontraditional roles, fields, and options, and to identify those most appropriate to their own individual needs, interests, and abilities, schools function largely to transmit unexamined and potentially limiting sex-role stereotypes. These stereotypes are reinforced through most of the traditional vehicles of educational socilization: textbooks and instructional materials, the behavior of school personnel, counseling and guidance, sex segregation in schools and school groupings, vocational education, physical education and athletics, extracurricular activities, and professional role modeling. (The facilitator should display the chart on "Vehicles of Sex-Role Socialization" during the remainder of the lecturette.)

• Textbooks and instructional materials--Textbooks convey not only academic or cognitive information for student mastery but also effective information regarding the assumptions, values, and biases of a culture. Numerous studies have documented that the presentation of sex roles in these materials is traditional and limiting. 18/ Females are relatively invisible, usually characterized in their infrequent appearances as passive, dependent and emotional creatures defined primarily by family roles. Males are generally portrayed in opposite but equally stereotypical roles: they are usually striving and achieving in adventure, career, or public roles, with little family or emotional life or human limitations. These images are consistent across subject areas or disciplines and throughout all educational levels.

Although several recent studies have documented some improvement in the treatment of racial-ethnic minorities in textbooks, 19/ it is interesting to note that this has been primarily through inclusion of minority males. Minority females remain by far the most underrepresented and most stereotyped group in textbooks. 20/

• School personnel behavior--The behavior of school personnel provides students with a reflection of society's expectations for their lives, how they will be valued, and what they may become. Research indicates that teachers and administrators hold different behavioral and academic expectations for females and males and often behave in ways which reinforce passivity and dependence in females and aggression and independence in males. 21/ Although many of us have heard the finding that boys in the elementary school are punished more frequently than girls are, studies also show that boys receive more active teacher attention in every category of teaching behavior: active instruction, listening, praise, and punishment. 22/

It is difficult to identify studies which look at sex and race as influences on school personnel behavior, or which look at the behavior of school personnel toward children other than white and Black children. Studies do indicate, however, that teachers give less attention to Black students than to white students, 23/ and that many hold lower expectations for Black students than for whites. 24/ Again, sex-race interactions in this area (e.g., how teachers may treat minority females differently than either white females or minority males) remain to be investigated.

• Counseling and guidance--It is probably in academic and career guidance that the functioning of schools as a societal 'sorting' mechanism is most explicit. Research has shown that both male and female

counselors hold differential perceptions of appropriate course selection and career choices for female and male students, 25/ and that these traditional biases are reflected in many counseling instruments and materials. 26/ It should also be noted that the theories of career development on which many of our school counseling services and materials are based are theories which reflect only the experiences of white males. The relevance of these theories to any females and to minority males is highly questionable. 27/

• Sex-segregated schools and school groupings--Separate schools for males and females, sex-differentiated graduation requirements (industrial arts for males; home economics for females); and sex differentiation in academic or classroom maintenance assignments all combine to reinforce the legitimacy of differential expectations regarding the roles and abilities of males and females. Although policies of either sex segregation or race segregation are illegal, evidence is substantial that both forms of segregation are perpetuated through student tracking practices. Racial-ethnic minority males are a disproportionately high percentage of the students enrolled in special classes. 28/ At least one study has demonstrated that racial-ethnic minority females are tracked into those traditionally female areas of vocational education for which anticipated earnings are lowest. 29/

• Vocational education--Vocational education provides a direct link between education and the employment system. Of 136 instructional categories within the nation's vocational education programs, 71 percent have enrollments of at least 75 percent of one sex or the other; almost one-half have enrollments over 90 percent of one sex or the other. Females predominate in those programs providing preparation for lower paying vocations. 30/ Again, as we just mentioned, there is some evidence that minority women are disproportionately concentrated in those areas of training for which anticipated pay is lowest.

• Physical education and athletics--Although all individuals should be encouraged to develop healthy bodies and body images and the commitment and skills for their maintenance, physical education and athletic programs from preschool through college operate to minimize the importance of physical development for females. Physical education programs become increasingly sex differentiated as students progress through school, and athletic opportunities for females become more and more constricted. As the emphasis upon competition increases, increasingly greater proportions of male students are also short changed. 31/

The participation of minority students, particularly Black males, in athletics is worth a special mention. At least one writer has suggested that the emphasis upon athletics for Black males may result in the de-emphasis of academic performance, which in turn may result in narrowed educational and career opportunities for the many Black male athletes who do not succeed in professional sports. 32/

• Extracurricular activities--Sex differentiation in academic honors, academic and social organizations, and interest groups is prevalent. This reflects and perpetuates the dual system of expectations and rewards apparent in the more formal educational activities. Here again, as in other areas, interactions between sex and race differentiation are not unusual. For example, it is only very recently that we have begun to see minority women in even the traditionally female activities such as cheerleading or pep club.

• *Sex-stereotyped assignments of roles in the education profession--* *Role modeling is a powerful form of learning. As students perceive that the proportion of females declines with increasing educational level and administrative responsibility, they gain salient information about the roles available to them in the future. Although women comprise 83 percent of the elementary school teachers, they are only 46 percent of all secondary school teachers, 13 percent of all principals, and 14 percent of all administrators. 33/ The message conveyed to young women by this distribution is clear. Minority educators, like female educators, decline in representation with progressive administrative levels. Although this decline is not as severe in degree as is the decline for females (for example, minority persons are 13 percent of all elementary teachers but only 7 percent of all administrators), 34/ the bias is compounded by the fact that minority educators are most frequently assigned to schools or districts in which minority students predominate. Although this situation may provide positive role models for minority students, it may also convey to minority females and males the message that their only future is in segregated institutions.*

"These data suggest that educational programs reflect differential expectations, curricula, and reinforcements for male and female students, and that these expectations and rewards are further differentiated on the basis of race and ethnicity. Although direct causal relationships remain uninvestigated, it is unlikely that students progress through school untouched by these powerful and consistent reinforcements of traditional roles. The very differentiated roles are not consistent with the changing roles of males and females of all racial-ethnic groups in our society and do not accommodate the full range of options needed by students. It is clear that schools are neither meeting the current needs of all females and males nor planning for the continuing changes that will impact the future lives of their students."

After completing the lecturette, the facilitator may pause briefly for participant questions, but she/he should also explain that participants will have an opportunity to explore some of these areas in more detail during the Application Sessions designed for particular role groups--counselors, teachers, administrators, etc.

D. Small group discussions--"Vehicles of Nonsexist Socialization--How Would They Look?" (15 minutes)

The facilitator should begin the activity by asking participants to turn to Participant Worksheet 3 in their materials, which is entitled, "Vehicles of Nonsexist Socialization--How Would They Look?" She/he may then introduce the activity with comments such as the following:

"We would like now to move into an exercise that will help us to explore the fourth question we raised earlier:

'What are the goals for improving the educational preparation of females and males for more effective functioning in their future lives?'

For the next few minutes, we will be working in small groups to identify what these vehicles of sex-role socialization might look like if they were free of bias.

"One way to begin thinking about the goals for improving the educational preparation of females and males (and thus, to think about the rationale for Title IX), is to try to envision what some of the vehicles of socialization that we just reviewed--textbooks, counseling, athletics, etc.--would look like if they were free from bias. This third worksheet has been designed to help you to do this.

"On the 'Vehicles' worksheet, you will see listed all of the vehicles of sex role socialization and bias in schools that we reviewed. We would like you to spend about 15 minutes now working in small groups to list all the characteristics you can of each of the vehicles as it would look like if it were free from bias."

The facilitator should then ask participants to form groups of six persons each and to brainstorm ideas regarding each vehicle. She/he should explain that in brainstorming, participants should come up with as many ideas as possible, without evaluating or rejecting any contribution. Tell participants that they will have approximately 15 minutes to complete the worksheet in their group. Suggest that although a group need complete only one worksheet, individual participants may find it useful to note the group responses on their own sheets for further reference.

E. Total group processing (15 minutes)

After the small groups have spent approximately 15 minutes in discussion, the facilitator should reconvene the total group for processing of the exercise. Approximately 10 minutes should be allowed for processing and summarizing. The leader may find it useful to ask such questions as:

- How easy was it for you to envision these vehicles as bias free?
- Which vehicle did you find most interesting to think about, and what characteristics did you identify for it?
- Which was most difficult? Why? What characteristics did you list for it?

In order to summarize the activity, the leader may wish to refer back to the fourth question asked in establishing the context for Title IX: what are the goals for improving the educational preparation of males and females? The following comments might be made as a means of summarizing the characteristics identified by participants in the "How Would They Look?" exercise and of answering this question:

"If education is to provide equity, it must prepare all students for full human functioning by:

- *providing both males and females of all racial-ethnic groups with an incremental program of career exploration, job skills training, and general preparation for meaningful participation in the paid work force. Both females and males must be prepared to include paid work and career development as a part of their life plans. They must be equipped to design lifelong career development efforts and to view employment as a positive vehicle for growth as well as a method of economic maintenance.*

- *providing both females and males of all racial-ethnic groups with attitudes, knowledge and skills that increase their capability for both independent and interdependent living. Girls need to learn the skills of independent living and functioning in the variety of economic, political, social, and psychological roles of adult life. Boys must be provided not only with the capabilities necessary for independent lives outside the home, but also the capabilities for participating fully in the maintenance of home and family.*

- *preparing all boys and girls, men and women with the skills of living with the rapidity of social change that our society is experiencing. All persons must be equipped with the attitudes, skills, and knowledge that facilitate continued learning and to act upon those changes which have relevance for their lives.*

"It is with such general educational goals in mind that Title IX requirements may be most effectively understood and implemented. Title IX reflects the assumption that in our society, educational experiences which are of value to persons of one sex are of potentially equal value to persons of the other sex. Implementation of Title IX requirements is one step toward the provision of educational services which can function to prepare all students for the future roles which await them. In the session to follow, we will be exploring these Title IX requirements in some detail."

In concluding this session, the facilitator should provide any housekeeping information which is appropriate to the second Generic Session--its time, its location, etc.

FOOTNOTES

1 Karen Hapgood and Judith Getzels, Planning, Women and Change (Chicago: American Society of Planning Officials, 1974).

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THE CONTEXT OF TITLE IX

Participant Materials For Generic Session One

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

Implementing Title IX and Attaining Sex Equity: A Workshop Overview

Participant Worksheet A

Implementing Title IX and Attaining Sex Equity is a workshop designed ;sist educators and interested citizens to gain (or to increase):

- an understanding of the manifestations and the effects of sex discrimination and sex bias in education
- an understanding of the requirements of Title IX and its implementing regulation, and of the steps required to achieve compliance
- skills and capability for the development and implementation of policies, programs, and management systems to ensure educational equity

The workshop is based on a fifteen-hour training sequence which is led into five three-hour workshop sessions. Three of these sessions :alled "Generic Sessions"; they are designed to provide general mation and experiences which are relevant to all participants attending orkshop. The other two sessions, called "Application Sessions," are ined to provide specialized information and experiences to persons of rent professional roles and to enable participants to apply workshop iences to their individual professional responsibilities. The nce and titles of the workshop sessions are outlined below:

Generic Session One: "The Context of Title IX"

Generic Session Two: "The Title IX Regulation and Grievance Process"

Application Sessions A and B: Two sequential application sessions focus on the responsibilities and roles of six different groups with regard to Title IX compliance and the attainment of sex equity in education. Application sessions focus on the following roles and responsibilities.

- The Administrator's Role

  Session A - "Ensuring Procedural Title IX Compliance: Establishing a Foundation for Sex Equity"

  Session B - "Monitoring Title IX Implementation"

- The Teacher's Role

  Session A - "Identifying and Overcoming Sex Bias in Classroom Management"

  Session B - "Identifying and Overcoming Bias in Instructional Materials"

- The Counselor's Role

  Session A - "Identifying and Overcoming Bias in Counseling and Counseling Programs"

  Session B - "Identifying and Overcoming Bias in Counseling Materials"

- The Vocational Educator's Role

  Session A - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/ Educational and Legal Context"

  Session B - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: Recognizing and Combating Sex Bias and Planning for Action"

- The Physical Activity Specialist's Role

  Session A - "Achieving Sex Equity in Physical Education and Athletics: Legal Requirements and the Need for Change"

  Session B - "Achieving Sex Equity in Physical Education and Athletics: Analyzing and Planning for Action"

- The Community's Role

  Session A - "Building a Knowledge Base for Change"

  Session B - "Building Skills for Change"

Generic Session Three: "Planning for Change"

The objectives for Generic Session One include:

- to provide participants with an opportunity to assess their awareness of differential treatment of males and females in their schools and the impact of Title IX
- to provide participants with a review of the legal context of Title IX, an overview of Federal antidiscrimination laws, and the opportunity to assess their skills in identifying discrimination in schools
- to provide participants with an understanding of differential sex-role socialization as it is manifested in schools
- to encourage participants to identify goals for nonsexist education

The objectives for Generic Session Two include:

- to review with participants the requirements of the regulation to implement Title IX of the Education Amendments of 1972

- to provide participants an opportunity to assess their own understandings of Title IX requirements by sharing questions and answers with others

- to provide participants with an understanding of the significance of Title IX grievance procedures as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance

- to provide participants with information regarding the structural components or characteristics of an effective grievance procedure and an opportunity to evaluate the structure of several sample grievance procedures

- to increase participants' understanding of and skills related to their own potential responsibilities for grievance problem solving

- to provide participants an opportunity to increase their skills in identifying Title IX violations and in formulating corrective or remedial actions appropriate to these violations through the analysis of sample Title IX grievances

The objectives for Generic Session Three include:

- to provide participants with an overview of some of the necessary conditions for change related to Title IX and sex equity in education and of the types of strategies available for planning and implementing change efforts in these areas

- to provide participants with a framework for diagnosing organizational change needs related to Title IX and sex equity and for designing action strategies which would be appropriate for meeting these needs

- to provide participants with an opportunity to develop preliminary plans for organizational change which could contribute to the full implementation of Title IX and achieving sex equity in their districts

- to increase participants' skills in developing action programs related to Title IX and sex equity for implementation in their own job functioning

Although the specific objectives of the Application Sessions vary according to the group for which the session is designed, all Application Sessions are generally designed to provide participants with the opportunity to:

- identify the implications of Title IX for their own job functions

- increase their skills for identifying and alleviating sex discrimination and for providing sex equity in their own job functions

- consider actions which can be taken in their own job functions to ensure Title IX compliance and increase sex equity in their education agencies and institutions

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY--
AN INTRODUCTORY ASSESSMENT

Participant Worksheet 1

Think about the policies, practices, and programs of the education agency or institution in which you work and the behavior of staff members.

1. List as many examples as you can identify of differential opportunity or treatment of female and male students and employees.

2. What efforts have been taken to eliminate sex differentiation and increase sex equity in opportunity or treatment of students and employees?

3. What, in your opinion, has been the significance or contribution of Title IX in eliminating differential opportunities and treatment of female and male students? Of female and male employees?

4. What, in your opinion, are the steps which should be taken in the future to facilitate Title IX implementation and the achievement of sex equity in your school/institution?

IDENTIFYING DISCRIMINATION--CASE EXAMPLES

Participant Worksheet 2

Please read through each of the examples provided below to determine the possible areas of discrimination or probable violations of Federal laws and regulations. Make a note of the Federal law(s) you believe are relevant to each example in the space provided.

Background Information

School District No. 41 is responsible for the elementary-secondary education of 7,200 students who attend eighteen elementary schools, six junior high schools, two high schools, and two vocational schools. The student population includes 1,600 Black students, 418 Spanish-speaking students, 23 Asian students, and 16 Native American students. The District employs 280 classroom teachers, counselors, and paraprofessional personnel. Eighty-two percent of the elementary school staff and 48 percent of the secondary school staff is female. There are four minority teachers and 12 minority paraprofessional staff members in the District.

The central administrative staff is headed by a team of six males, none of whom is a member of a racial or ethnic minority group. None of the principals in the District is minority or female, but two minority males have recently been promoted to assistant principal positions and one female has been included in an administrative internship program provided by the District.

Example 1

Ms. Chin, a counselor in one of District 41's secondary schools, has been employed by the District for the past eight years. As a classroom teacher she compiled an outstanding performance record. She completed a master's degree in the field of counseling and has consistently received outstanding ratings for her job performance as a counselor. Recently she has completed a second master's degree, this one in the field of school administration, and obtained the state credential for an administrative position.

This year Ms. Chin applied for the position of assistant principal at East High School. A male guidance counselor and a male physical education teacher also applied for the position. Neither of the men had been employed by the District for more than three years and neither had completed the requirements for the administrative credential. The physical education teacher, a white male, was selected for the job. When Ms. Chin asked for an explanation of the reason for the selection, the personnel office refused to provide a written or oral explanation.

Relevant law(s):

Example 2

Mr. Jones, a Black male, received his B.A. degree in special education from the State University last June. He completed his student teaching in District 41 and received an outstanding evaluation and recommendation. As a result of his interest in the community, he applied for the special education

position in Elmwood Elementary School. A white male who had just completed a B.A. degree was hired for the position even though he had no prior teaching experience or credential in special education.

Relevant law(s):

Example 3

Two vocational high schools are operated by the District. Boys are currently admitted to Jefferson Vocational High and girls to Washington Vocational High. Jefferson provides courses in printing, computer science and electronics which are not provided to students at Washington Vocational High School. A number of female students indicated their desire to study in those fields not provided at Washington Vocational High School. Under pressures, the District permitted a few girls to enroll in courses at Jefferson, but only when there was not a full enrollment of boys.

Relevant law(s):

Example 4

East High School provides a variety of academic and extracurricular activities for its 1,200 students. In the wake of the 1972 desegregation order, more than 500 Black students from West High School, which has been attended primarily by Black students, were reassigned to East High School. All Black students are automatically assigned to one semester of remedial English and must demonstrate proficiency in English before they may enroll in other English courses. There is no equivalent requirement for non-Black students.

Relevant law(s):

Example 5

Barbara, a tenth grade student, is pregnant. According to School District policy, she must be excluded from regular classes and extracurricular activities as soon as her condition is obvious to others. Although special classes for pregnant students are provided, Barbara does not wish to attend these classes.

Relevant law(s):

Example 6

Vocational education courses offered in District 41's non-vocational high schools provide training and work experience in accounting, typing, shorthand, typesetting, mechanical drawing, and clerical sales which enable students to move into business and industrial positions upon graduation from high school. A work-study program is included, and many students work part of the school day in positions similar to those which they plan to enter following high school. Although both girls and boys are participating in all of the classes, the District maintains separate referral lists for boys and girls because some of the participating employers have stated that they will not accept either boys or girls for particular types of jobs. The same

separate lists are maintained for postgraduation referral purposes, and the District refers boys and girls according to the employer's preference.

Relevant law(s):

Example 7

Ms. Martin, an experienced social studies teacher with an outstanding record of performance, has recently moved to the area included in District 41. She is interested in obtaining a position teaching social studies at the junior high school or senior high school level. She obtained an interview with a member of the District personnel office and explained her interest in securing a position in the area of social studies. The interviewer reviewed her record and recommendations and commented on them favorably. The interviewer indicated, however, that he was sorry that it would not be possible to offer her a position in the area of social studies since the social studies position open required a teacher who could also serve as coach for boys' basketball.

Relevant law(s):

Example 8

Ms. Ramirez has taught for seven years at one of the elementary schools within School District 41. She is expecting a child in six months. The District policy requires that pregnant women must stop teaching at least five months prior to the expected birth date. Ms. Ramirez is currently supporting her husband's completion of medical school. All her efforts to convince the school administration that she is medically able to complete the school year have failed. Her physician has advised the District that she is medically able to continue, but without results.

Relevant law(s):

Example 9

[redacted] is a junior at West High School. She is an excellent swimmer and would like to swim competitively. She spoke to the coach of the varsity swim team about her interest and mentioned that her most recent time in the 300-meter medley was better than the times of three team members in the meet the week before. The coach said that although her time sounded good, District policy would not permit her to try out for the team because it limits membership to boys only. West High School offers volleyball and softball teams for girls and football, basketball, hockey, swimming, tennis, and baseball for boys.

Relevant law(s):

Example 10

Seventh-grade students in School District 41 have completed several vocational interest inventories to determine the general direction of their vocational interests. Each student is provided a report of results indicating how his/her scores compare with those of other students of the same sex who completed the test. The report provided to female students is based upon a

listing of such occupations as secretary, clerk, teacher, nurse, dental technician and other sex-stereotyped occupations. Similarly, the report provided to male students rates their interests in such vocations as auto mechanics, law, medicine, engineering, and other sex-stereotyped occupations.

Relevant law(s):

VEHICLES OF NONSEXIST SOCIALIZATION
HOW WOULD THEY LOOK?

Participant Worksheet 3

Listed below are some of the vehicles of sex-role socialization in schools--the vehicles in which sex bias is frequently manifest. Under each, list as many characteristics as you can think of the vehicle as it would look if it were nonsexist, or reflected sex equity. Where you can, list characteristics that you think would exist if the vehicle were also nonracist, or reflected racial-ethnic equity.

Textbooks and instructional materials
(Example: A nonsexist/nonracist book would show males and females of various racial-ethnic groups in an equal frequency and diversity of career roles.)

Counseling and guidance

Sex-segregated schools and school groupings

Vocational education

Physical education and athletics

Extracurricular activities

Sex-stereotyped assignments of roles in the education profession

APPENDIX

IDENTIFYING DISCRIMINATION--ANALYSES OF CASE EXAMPLES
(For Participant Worksheet 2)

Appendix A

Example 1

Title VII of the Civil Rights Act and Title IX of the 1972 Education Amendments:

Although additional data would be needed to ascertain that Ms. Chin's nonpromotion to an administrative position was discriminatory, the evidence provided would suggest a general pattern of nonpromotion of women and a specific lack of consideration of Ms. Chin's credentials. Discrimination through nonpromotion of qualified women to administrative positions is prohibited by Title VII of the Civil Rights Act and Title IX of the 1972 Education Amendments.

Example 2

Titles VI and VII of the Civil Rights Act:

Title VII agrees that selection and hiring of employees must be carried out without discrimination on the basis of race, color, religion, national origin, or sex. In this instance, the fact that a Black male with relevant qualifications for the position was rejected in favor of a white man without the special education credential would suggest the possibility of discriminatory practices. Title VI would also apply to the extent that employment discrimination affects the beneficiaries of the program, in this case, students.

Example 3

Title IX of the 1972 Education Amendments:

The Title IX regulation prohibits the provision of differential programs on the basis of sex. According to the regulation, vocational schools operated by local education agencies may not be segregated on the basis of sex.

Example 4

Title VI of the Civil Rights Act:

The assignment of students to courses or imposition of testing or evaluation requirements upon students on the basis of their race is discriminatory and in violation of Title VI. Black students may not be required to enroll in courses or to meet performance requirements if such enrollment or performance is not required of other students.

Example 5

Title IX of the 1972 Education Amendments:

No student may be compelled to attend a special program on the basis of pregnancy or related conditions. Furthermore, a pregnant student must be permitted to continue in her regular classes and activities unless there are

medical contraindications of such participants. Certification of medical capability for continued participation in regular classes and activities may be required of pregnant students only when it is also required of students for other forms of temporary disability.

Example 6

Title IX of the 1972 Education Amendments and Title VII of the Civil Rights Act:

Although schools may provide referral services for employers, they are prohibited from maintaining sex-segregated lists. Maintenance of such lists for work-study purposes would be in violation of Title IX; maintenance of such lists for postgraduation referral would be in violation of Title IX and of Title VII of the Civil Rights Act.

Example 7

Title IX of the 1972 Education Amendments and Title VII of the Civil Rights Act:

The linking of job qualifications that would result in a disparate impact on the employment opportunities of members of one sex is prohibited by Title IX and Title VII. Capability to provide social studies instruction must be the relevant qualification to be examined when hiring for a social studies position. Qualifications, requirements, or criteria used for employee selection may not place a disparate burden on one sex unless such qualifications or criteria have been demonstrated to be valid predictors of success in the particular job under consideration and alternative criteria are not available.

Example 8

Title IX of the 1972 Education Amendments and Title VII of the Civil Rights Act:

The Title IX regulation states that pregnant employees may not be forced to leave their positions at an arbitrary date established by administrative policy. The determination of the time at which a pregnant woman may be unable to continue professional duties must be made on the basis of medical consultation between a woman and her physician. Title IX and related case law require that pregnancy and medically related conditions be treated as other forms of temporary disability.

Example 9

Title IX of the 1972 Education Amendments:

According to the Title IX regulation, when overall competitive sports opportunities have been denied or limited for members of one sex, members of that sex must be permitted to try out for teams provided only on a segregated basis for members of the other sex when such teams do not involve contact

sports. Thus, a female must be permitted to try out and be admitted to the male swim team if she can meet the objective standards established for participation and team membership.

Example 10

Title IX of the 1972 Education Amendments:

Sex discrimination in the use of counseling instruments and the provision of counseling services is prohibited by the Title IX regulation. Provision of test results based on sex-differentiated norms is permitted only if boys and girls are provided with reports of their scores according to both sets of norms. Schools may not use tests or other materials for evaluating or counseling students which cover different occupational or interest areas unless their use is shown to be essential to the elimination of sex bias. Care must also be taken to ensure that students understand the meaning of such tests and are provided opportunities for clarification. Institutions using sex-differentiated instruments must be able to demonstrate that alternative instruments which do not so differentiate are unavailable and that the instruments are used in a nondiscriminatory fashion.

* U.S. GOVERNMENT PRINTING OFFICE : 1978 O-727-117/1674